Introduction to Employability & Employment Programming

Trainer's Guide

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Introduction to Employability and Employment Programming: A Trainer's Guide

About IYF

As a mission-driven organization, the International Youth Foundation (IYF) invests in the extraordinary potential of young people. Founded in 1990, IYF builds and maintains a worldwide community of businesses, governments, and civil-society organizations committed to empowering youth to be healthy, productive, and engaged citizens.

IYF programs are catalysts of change that help young people obtain a quality education, gain employability skills, make healthy choices, and improve their communities. To learn more visit www.iyfnet.org.

Background

IYF created this Trainer's Guide to provide community-based organizations and their staff with the fundamental knowledge and tools they need to design and implement effective employability and employment programming for young people. This Trainer's Guide was developed through IYF's Syrian Refugee Employability Program (SREP), IYF's first program to serve refugee youth. Through SREP, IYF strengthened the capacity of Turkish non-governmental organizations (NGOs) to better serve the employability and employment needs of Syrian refugee youth (ages 18-29) living in Istanbul. To that end, the program was organized in three phases:

1) The development of a holistic labor market assessment on the current conditions of Syrian refugee youth living in Turkey, their livelihoods, and competitive sectors they may secure job placement in, to ensure evidenced- based programming targeting their specific needs;
2) The conduct of a series of eight capacity strengthening workshops for three local organizations on employability programming for Syrian refugees; and
3) The development of a toolkit of employability guidance for NGOs serving refugee youth and host communities.

This Trainer's Guide is a secondary resource to the Youth Refugee Employability Toolkit, developed under SREP's third phase. For additional tools and resources not provided in this Trainer's Guide (particularly for organizations implementing Employability and Employment Programming for Syrian refugee youth), please see the Youth Refugee Employability Toolkit.

Purpose and Objectives

This Trainer's Guide was developed for NGOs, youth practitioners, community-based organizations, or anyone working with young people, who aim to support and improve their employment and developmental outcomes.

This guide acts as a secondary and supporting resource to SREP's Youth Refugee Employability Toolkit, which provides support to organizations working with Syrian refugee youth in urban and semi-urban environments, to design, program and implement effective employability and employment interventions that address the needs of this vulnerable population.

However, this guide provides an overview of the "How-Tos" of general employability and employment programs, starting with the basics of Project Design, Monitoring and Evaluation, and Partnership and Stakeholder Engagement. You, the youth practitioner, can use this step-by-step Trainer's Guide to lead your colleagues through a series of exercises and questions, intended to build the capacity of your organization in the basics of Employability and Employment Programming.

Youth practitioners who take part in this workshop will:

- Become familiar with and practice the necessary steps to design a holistic employability program for youth
- Learn best practices for forming and maintaining multiple partnerships with stakeholders
- Better understand life skills programming and key components of employability programs for youth

How to Use This Guide

This Trainer's Guide is intended to be used primarily by civil society organizations that provide and/or plan to implement youth employability and employment programming. While SREP's Youth Refugee Employability Toolkit is specifically targeted towards organizations working with Syrian youth refugees in urban and semi-urban environments, this Trainer's Guide can be used by organizations working with any youth population. This document is written as a step-by-step guide for trainings of practitioners and the trainer should ideally have some training experience

There are three sessions:

1) Project Design Cycle (full-day workshop)
2) Partnerships and Stakeholder Engagement (full-day workshop)
3) Employability Programming (full-day workshop)

The sessions can be delivered as standalone workshops; therefore, you can select sessions based on the specific needs of your colleagues or organization. The sessions are, however, in chronological order. If you choose to deliver more than one session, please be sure to do them in order. Additionally, it is recommended NOT to skip over activities within the sessions (unless otherwise noted within the manual), as activities in each session build upon each other.

Each activity lists an estimated amount of time that it should take. Please note that this is an approximate time and that the timing of activities will vary based on the number of participants in your workshop and the amount of time you dedicate to group discussions. The workshop does not include breaks; it is recommended to include a lunch break and additional 5-10 minute breaks as needed. You, the trainer, will likely know your participants best, therefore, feel free to adjust timing or activities as needed.

These training workshops are grounded in theories and practices of participatory or interactive education, including group work, games, creative activities, open discussion, paired learning, and independent work. This workshop was developed using activities that lend themselves to rich, experiential pedagogical methods, which not only enhance learning, but also can improve teaching styles of the trainers involved. The sessions include a combination of activities, providing opportunities for peer learning, practical application of skills taught, and self-reflection.

The training relies heavily on small group work. The trainer should be familiar with, and comfortable using, a variety of creative methods for forming groups. Common methods for forming groups include: counting off by numbers, letters or other words; dividing by hair color or length, or clothing style or color; grouping according to date of birth; working with neighbors; sorting with the use of prepared notes or colored papers, etc.

The training also relies heavily on ideas and feedback generated through active participant discussion. Where possible, the resource suggests guiding questions to facilitate the discussion, (How so? What makes you say that? Can you elaborate on that? etc.) though qualified trainers are free to modify or supplement as they choose and where appropriate.

At many points, the trainer requests participants to offer ideas or feedback in response to a question. This Trainer's Guide supplies common or likely responses to these questions, usually marked with "Responses may include…." The trainers should interject these ideas where and when needed to guide or enrich the discussion.

Project Design Cycle

Day 1 Workshop Objectives

Participants will:

- Learn how to use a "Dual Client Assessment" approach and conduct a thorough Situation Analysis prior designing a project's interventions, to design a program that responds to the needs of youth beneficiaries and the local labor market
- Assess their organization's own capacity to implement an effective employability project
- Review project design frameworks and develop a Logic Model for their project
- Understand the importance of project monitoring and develop key indicators for their project
- Become familiar with methods and instruments of data collection

Day 1 Agenda

Time	Topic
20 mins	Workshop Introduction
45 mins	Project Design Cycle
90 mins	Situation Analysis
30 mins	Organizational Capacity Assessment
120 mins	Project Design and Planning Framework
75 mins	Monitoring, Evaluation, and Learning
15 mins	Feedback and Questions

Time & Resources	Topic
20 mins	**Workshop Introduction**
	- **Welcome** - **Ice breaker/"getting to know each other" activity**
	- **Introduce participants to the workshop** Say: *"This workshop will focus on how to design employability/livelihood programs which meet the needs of your youth beneficiaries and the labor market."* If you have not done so already in previous workshops or meetings with your participants, conduct the "Ground Rules" exercise. Explain to participants that we will demonstrate a process for creating workshop ground rules. Say: *"First, we will get into small groups."* Instruct participants to line up without talking, in order of those with the least experience working with youth (# of years) to those with the most experience working with youth (# of years). After everyone is in line, ask each person to state the number of years' experience they have working with youth. Calculate the total number of years of experience working with youth in the room and recognize the vast amount of experience present in the group. Group participants into three groups and ask each group to come up with 5 ground rules that all participants are expected to follow for the rest of the workshop. The person with the longest hair is the recorder and the person with the shortest hair is the reporter. Give groups 5 minutes. Using a 'circle sharing' technique, each group shares two rules until participants feel the list is complete. Record all input on a "Workshop Guidelines" flipchart, numbering each rule. Post the flipchart on the wall for the remainder of the workshop. Suggested rules include: 1. Listen to the speaker. 2. Limit side conversations. 3. Be on time. 4. No put-downs. 5. Participate. 6. Keep the pace of the workshop moving. 7. Put mobile phones on silent mode. 8. Do your fair share.
	- **Review workshop objectives and agenda** Write the workshop objectives on a flipchart or chalkboard. Review objectives aloud and encourage participants to share their own expectations for the workshop; record participant responses on the flipchart. Keep objectives posted in the training room throughout the remainder of the workshop.

45 mins	**Project Design Cycle**
	- **What is the Project Management Life Cycle?** Start by asking participants: "*We are all familiar with the concept of the project design cycle, but what really takes place during project design? What are the phases of project design? Based on your experience, what do you need to think about during the project design cycle?*" Ask participants to respond to these questions on post-it notes. Tell participants to record each answer on a new post-it. When participants finish recording their answers, ask them to stick their post-it notes to a new flipchart paper at the front of the training room. Ask participants to stand up and form a semi-circle around the flipchart so everyone can review the responses. Say: *"Now we are going to organize each step. As a group, please organize the post-it notes in the order of which they should occur during the project design cycle. Keep in mind that the project design cycle is an iterative process and that some of these steps may occur throughout the entire cycle."* Encourage participants to be creative in how they depict the project design cycle. After five minutes, ask for one of the participants to report out and present their outline/depiction of the project life cycle. Participants return to their seats.
	- **Project Design Cycle Steps** **Share Slide 2**. Read through the phases of the project design cycle depicted on the PowerPoint (situation analysis, organizational capacity assessment, project design and planning framework, project monitoring and evaluation plan, project budget, project implementation and monitoring, and final evaluation and dissemination of lessons learned). State: "*A fully-formed and well-rounded project design cycle will include all of these steps.*" Ask how their depiction of the project design cycle aligns with these steps. "*Does your outline follow this same iterative approach or did you approach the project management life cycle linearly? How does your organization's project design phase differ or match this project design cycle framework?*"
	- **Project Success Factors** After reviewing the main phases of the project design cycle, ask: *"Is this information sufficient to design a project?"* Take participant responses and be sure to ask for the reasoning behind their response. Say: "*The phases of the project life cycle are necessary to follow, but there are other factors that need to be considered and can contribute to a project's success.*" Say: *"Now that we have explored what a well-rounded project design cycle looks like, let's take a closer look into the other factors that make a successful and sustainable project."* Check for understanding by asking participants: "*What do I mean when I say 'sustainable' project?*" Take a few responses and answer questions as needed. If the following points are not mentioned, be sure to state that Sustainability refers to the ability of the project to provide a lasting and permanent service, by ensuring the continuity and high quality of work with people and local communities. **Share Slide 3**.

	Next ask: "*What key elements does your team, your organization, and/or your project need to be successful? Who or what needs to be considered?*" Examples might include: careful planning, efficient teamwork, gender equality, following donor guidelines, etc. Take a few examples from participants and then **share Slide 4**. Ask a participant to read aloud the eight project success factors. Tell participants that this workshop will provide a general overview of the project design cycle and explore how to design a successful, sustainable project.
90 mins	**Situation Analysis**
	- **The First Step of the Project Design Cycle** Tell participants that we will look at the first step of the project design cycle, "Situation Analysis." Ask the following questions, taking responses between each: "*Why is this the first step to take in the project design cycle?*" "*What are we analysing?*" State that the purpose of this step is to identify the "root problem" and use the data collected to develop solutions. Ultimately, this step will provide the framework for your project. Tell participants that they can think of this step as "*the Who, the What, the Why, and the How.*"
	- **Mapping the Field and Key Partners – "the Who?"** The first step of your situation analysis is to determine who are the key players in your field or focus area. Say: "*Conducting a stakeholder analysis will help identify what key stakeholders' interests are, whose goals are aligned with those of your project, who could present a challenge to your project, and how we can engage or partner with stakeholders to benefit our project.*" On a new flipchart at the front of the room, conduct a brainstorming activity with participants. Participants will come to the front of the room and create a list of relevant stakeholders in their field. Ask: "*Who should you include in your stakeholder analysis?*" Ask participants to write down as many examples as they can think of in two minutes. After two minutes, review their responses. Supplement responses with the following: Community Based Organizations (CSOs), Non-Governmental Organizations (NGOs), Community, Youth, Private Sector Businesses, Academics, Public Sector, Religious leaders, etc. Say: "*Now that we have an idea of who our stakeholders are, we will break into groups of 2-3 and conduct our own analyses.*" Break participants into groups and ask each group to turn to **Page 4** (Stakeholder Analysis) in their handouts packet. Review the analysis criteria and chart with participants and answer any questions. Be sure to state that the tool we will use to conduct our stakeholder analysis is only one of many tools and frameworks. Say: "*Using your own project as an example (past, current, or future) complete this stakeholder analysis exercise.*" Give participants approximately 20 minutes to complete this exercise and hold a group discussion once completed. After concluding the discussion, say: "*We will inevitably learn more about our key stakeholders through the other Situation Analysis exercises, but this is an important starting point. Once we know who the key players are, we can begin identifying the problem and most reasonable solutions.*"

- **Dual-Client Assessment – "the What?" and "the Why?"**
  Say: "*Before any employability training is designed, we need to assess the needs of the two primary clients – the youth and the employers.*" **Share Slide 5.** Add: "*We must understand what employers are looking for in their employees so that we can adequately equip youth with the skills and tools they need to succeed. Assessing our youth helps us to understand their developmental needs to match them to training and courses, which will allow them to discover their aptitudes and aspirations.*"

  Explain that this workshop is not meant to teach participants how to design an in-depth labor market study; rather this workshop should encourage participants to research and gather data, which will inform their projects.

  This step of the situation analysis will help form the basis of project conceptualization. Advise participants that during this step, they first should gather data, seeking information on the local labor market and youth needs, through existing available data (online or desk research of labor market assessments and youth needs assessments).

  If an organization has the time and resources to conduct further data gathering, a participatory assessment should be conducted. Techniques include: direct observation of participant activities, semi-structured interviews, focus groups, workshops, etc. Sample interview questions and questionnaires can be found in the handouts on **Pages 5-11**.

  Ask participants to turn to **Pages 12-13** in their handouts packet (Dual Client Assessment). Review the Dual Assessments handout and then the Qualitative Research Methods Comparison on **Pages 14-15** and answer questions as needed.

- **Analysis – "the How?"**
  Tell participants that we will now have the opportunity to review a labor market assessment (LMA) conducted by the International Youth Foundation (you may use a different study with your participants, especially if you find a study that is relevant to your specific line of work).

  The study aimed to assess the opportunities and barriers for Syrian refugee youth entering the Turkish labor market in Istanbul. The methodology for the LMA was a Dual-Client Assessment approach, conducting in-depth interviews with employers, employment firms, municipalities, and Syrian youth themselves

  Ask participants to turn to **Page 16** and quietly read the Executive Summary. Afterwards, participants will have the opportunity to reflect on the study and share with the larger group.

  When participants have finished reading the Executive Summary, **share Slide 6.** Ask participants to form groups of 2-3 and answer the following questions, as if they are planning to implement a project for Syrian refugee youth in Istanbul:
    - Do the results meet your expectations? Why?
    - Were there any unexpected results? Why?
    - Which results do you find most interesting?
    - What challenges do you think you and your project will face?
    - How would having this LMA help you to design your project?
    - What key pieces of information will you use to inform your project design? How?

	Participants will have 20 minutes to discuss and will present their analysis to the larger group. Ask participants to return to their seats after their presentations.
	- **Problem Analysis** Tell participants that after the Dual-Client Assessment is completed, we use this collected information to analyse and interpret the cause of identified problems and link them in a cause-effect relationship. Say: *"The better the problem is understood, the better a project can be designed to address it."* Tell participants that one way to start identifying the causes of a problem is to ask the question "why?" There will typically be more than one underlying cause. When you are no longer able to answer that question, it means you have identified the problem and can begin designing your project. Tell participants that there are various methods they can use to visualize the problem, but we will use a Problem Tree diagram. Ask participants to raise their hands if they have ever used a problem tree before. Ask if someone would like to explain what a problem tree is. Supplement their answer as needed, by explaining that a problem tree is used to visualize the main problem, its causes, and consequences. *"Often times in our work, there are several causes that contribute to the problem our project aims to address. Problem trees can help identify which causes appear to be the most significant and can be affected by our organization within the allocated time frame and resources."* Say: *"Developing a 'problem tree can help you visualize the causes and effects of the problem you are confronting, helping you to be logical and realistic about what your program can reasonably achieve (and what it can't) and to be maximally effective in a short period of time, without compromising quality. This exercise will help your team specify your "angle" for addressing youth unemployment by pinpointing a particular issue that you feel capable of addressing in a meaningful way. For instance, you might focus your analysis on identifying the primary causes and effects of low female participation, and creating targeted interventions in response. "* Ask participants to get into groups of 3-4 (preferably with their project team) to design a problem tree for their project. Participants will have 20 minutes to complete the "Problem Tree Exercise" on **Page 17**. Tell participants that they will use their problem tree again later in the workshop.
30 mins	**Organizational Capacity Assessment**
	- **Strengths, Weaknesses, Opportunities, and Threats (SWOT)** Tell participants that we are almost ready to design our projects! Say: *"We have analysed the situation, taken a look at the Dual-Client Approach and analysed the needs of youth and the local labor market, and conducted an analysis of the problem itself."* Ask Participants: *"What is missing? What have we yet to analyse?"* Take responses and supplement as needed. We need to analyse our own organization to maximize the potential of our strengths and opportunities, while minimizing the impact of the weaknesses and threats. Tell participants that when completing a SWOT analysis, to think both from an internal and external perspective (the point of view of your organization, the point of view of the stakeholders, and the point of view of the primary beneficiaries).

	Ask participants to regroup with their partners from the last exercise (if they are not still grouped) and turn to **Pages 18-19**. Have participants read the handout as a group and then complete the SWOT exercise. Be sure to walk around the room to answer any questions that may arise. Participants should remain with their current group for the next activity.
120 mins	**Project Design and Planning Framework**
	- **Finalizing the Problem Statement and Focus of the Project** Tell participants that we have now conducted a thorough analysis of the situation, the stakeholders, and of our own organizational capacity. Ask participants to go back to the problem tree their group created earlier. Say: "*Revisiting the problem tree is an important step in project design because it lays the groundwork for the project and ensures that the project's objectives and interventions are feasible.*" **Share Slide 7** and ask groups to answer the following questions: - Which causes are the most responsible for the problem? - Which cause, if reduced or eliminated, will contribute to reducing the overall problem to the highest degree? - Which causes does the organization have the capacity to address based on results of an organizational assessment such as analysis of strengths, weaknesses, opportunities and threats (SWOT)? - Which causes have not been addressed by any other organization or have been addressed to a limited degree? Tell participants that they should narrow down the focus of their project and agree on a Problem Statement. Afterwards, each group will share.
	- **Using an Outcome Logic Model or Results Framework** Tell participants that we will now work on designing our project. Ask: "*Thinking about your problem statement and project tree, work with your group to start brainstorming the overall Goal of your project. This Goal should directly address the problem identified in your problem statement.*" Give participants 5-10 minutes to determine the goal of their project. Next Say: "*Now we will think about what are objectives are for the project. We should identify objectives that will help us reach our overall goal. When formulating objectives, focus on what you want to achieve and what you need to do to be successful.*" Give the following objectives as examples of certain employability and employment projects: o To strengthen the employability potential of youth participants o To ensure that companies employing youth participants are satisfied with their performance o To incorporate a life skills curriculum into the secondary school system Give participants five minutes to brainstorm their project objectives with their group. Next, ask participants to turn to **Page 20** in their handouts to review an example of an Outcome Logic Models. Walk through each component of the Logic Model with the participants. You can

use the following talking points (Reproduced from: Project Design & Proposal Writing: A Guide to Mainstreaming Reproductive Health into Youth Development Programs):

- A logic model is a visual depiction of the relationships between the resources, activities, outputs and outcomes of your project.
- A logic model's elements include inputs, activities, outputs, outcomes and impact.
- Inputs or resources include the human, financial, organizational, and community resources a program has available to direct toward doing the work.
- Example of inputs are: Human resources, trainers, youth, financial resources, partners
- Activities are what the program does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of program implementation.
  Examples of activities are: Training, Career Guidance workshops, Practice Interviews
- A set of activities contributing to the same result is called an intervention.
- Outputs are the direct results of program interventions or a set of activities and include types, levels and targets of services to be delivered by the program.
- Outcomes are the specific changes in behavior, knowledge, skills, status and level of functioning. Short-term outcomes should be attainable within 1 to 3 years, while long-term outcomes should be achievable within a 4 to 6 year timeframe.
- Impact is the fundamental intended or unintended change occurring in organizations, communities or systems as a result of program activities within 7 to 10 years. It is the ultimate goal of a project that may not be attained during the life of the project or by any single organization.

After reviewing the slide, reassure participants that even though the terminology used to describe different frameworks can overlap and cause confusion, as long as they create SMART objectives (which will be covered in the next activity), they will be able to put together a clear and realistic framework for their project.

- **SMART Objectives**

(Reproduced from: Project Design & Proposal Writing: A Guide to Mainstreaming Reproductive Health into Youth Development Programs)
As mentioned in the previous activity, it is imperative to design your project with SMART objectives in order to position your project for success.

Share Slide 8, which explains what a SMART objective is. Read the following, and then **share Slide 9**, which lists the questions out.

- **SPECIFIC**: What exactly is the project going to do, where, with or for whom?
- **MEASURABLE**: Are the stated results measurable? Does the organization have the capacity to measure them?
- **ACHIEVABLE:** Can we get it done in the timeframe? In this political climate? With this amount of money and resources?
- **RELEVANT**: Is the objective/outcome important to achieving the desired result? Is it in line with the organizational strategy?
- **TIME-BOUND:** When will this objective/outcome be accomplished?

Say: "*In your groups, choose one of the objectives you identified in the previous activities. Ask each of these questions to determine if your objective is SMART. If it is not, or you run into an issue, how can* *you adapt the objective to be SMART? Be prepared to share your answers and your final objective (just one example) with the group."*

Give participants 10 minutes to complete the activity, and then have each group share. Ask the rest of the group for questions or comments, like: "*Do you agree that this is a SMART objective? Why or why not?*"

- **Assessing Assumptions**

Tell participants that we will return to designing our SMART objectives for our project and will have the chance to put together a Logic Model, but we first need to discuss Assumptions.

Ask: "*What comes to mind when you hear the word: 'Assumption'?*" Take several participant responses, then ask: *"When it comes to your project and the objectives you have been thinking about, what are some assumptions you are making?"* For example: assuming that participants will sign up, assuming participants will be allowed to join the project, assuming that an output will lead to an outcome due to X, Y, Z…

Ask: "*How are assumptions and risks associated?"* Take a few answers, then move on.

Tell participants that when designing your project, it is important to keep in mind that there are external conditions that we have no control over and can affect our projects. Some of these external conditions can make or break a project's success, so we must consider them and determine how they may interfere or support our project.

Things to consider could be:

- Government plans, policies, and actions
- Policies and actions of other stakeholders
- Economic trends
- The possibility of human-made or natural difficulties and disasters

Much like our situation analysis, we need to analyse these assumptions. Tell participants that we will not complete this exercise right now, but it is recommended to discuss these assumptions when putting together their Logic Models.

- **Project Model Practicum**

Tell participants that we will now have the opportunity to design our own Logic Model, keeping in mind everything we have discussed in the past hour (Problem Statement, SMART Objectives, and Assumptions).

Tell participants to turn to **Pages 21-22**, where they will a blank template to begin brainstorming their project's Logic Model. Give Participants the remaining time of this activity to work with their group and complete their Logic Model (approximately 45 – 60 minutes).

Be sure to walk around the room and answer any questions as they arise. Remind participants to make sure that all of their objectives are SMART, and to consider their assumptions.

Review Logic Models with participants as needed, but be sure to explain to participants that this is just a practice exercise now and that they can continue to refine their projects Logic Model after the workshop. We will next move on to Monitoring, Evaluation, and Learning.

75 mins	Monitoring, Evaluation, and Learning (MEL)

- **What is Monitoring, Evaluation and Learning?**
  Ask: “*What comes to mind when you think of Monitoring, Evaluation, and Learning?*” Take several responses, then ask: *“Are you already doing this in some of your projects? How?”* Take a few more responses, then **share Slide 10** Ask for participants to volunteer reading the definitions of Monitoring, Evaluation, and Learning.

  Ask participants: “*Why? What is the purpose of MEL?*” Take several responses and supplement by saying: *“MEL helps us monitor our work and measure its impact so we can continue to learn and grow as a youth-serving organization.”*

- **Identifying Indicators**
  Ask participants: *“How do we know whether or not we are meeting our project’s goals?”* Take several responses. Ask: *“Have you ever heard the term ‘indicator’? Can someone please explain what an ‘indicator’ is?”* Take several responses.

  Say: *“An Indicator, also known as a key performance indicator (KPI), is a type of performance measurement. They evaluate the success of an organization or particular activity.”* **Share Slide 11** with examples of indicators. Explain that we must define indicators in order to know what progress we plan to measure and how to ensure our project’s success.

  Next, ask participants to turn to **Pages 23-27** in their participant handouts packet. We will review IYF’s M&E guide as an example of what one organization uses to measure its progress against its actuals. The guide also provides basic terminology definitions and measurement instruments, which will be covered in the next activity.

  Tell participants that we will return to our groups to identify indicators for our projects. Using the logic models you just created, review your project’s objectives and identify at least five indicators to measure your project’s progress. For example, if one objective is “100 youth receive life skills training,” the indicator would be “# of youth receive life skills training."

  Give groups 5-10 minutes to identify indicators, and discuss with the larger group as needed.

- **Data Collection**
  Say: *“Now that we know what we want our project to achieve and what we plan to measure, we need to determine what tools or instruments we will use to monitor our progress.”*

  Say: “*Surveys are a common and integral part of data collection for employability and employment programs. We can use them with our youth participants, local partner organizations, and even employers. Youth surveys are particularly useful for measuring our beneficiaries’ progress (before the intervention, at the time of completion of the intervention, and then 3-6 months post-intervention). Other common data collection methods include focus groups, individual interviews, retrospective surveys, and research.”*

	Take any remaining questions.
15 mins	**Feedback and Questions**
	- **Wrap-Up** Tell participants that this concludes today's Project Design Cycle workshop. Say that they can review the additional resources provided in their participant handout, and that they can also access the Youth Refugee Employability Toolkit for a plethora of tools and detailed activities and guidance on employability and employment projects (though the toolkit focuses specifically on work with refugee youth, there are many parallels to programming for underserved youth). Review the workshop objectives from the beginning of the day to ensure that the objectives were met. Take remaining questions from participants. End the day with a closing activity that brings the participants together for reflection.

Partnerships and Stakeholder Engagement

Day 2 Workshop Objectives

Participants will:

- Understand their role in employment and employability programming amongst other stakeholders, like local community organizations, the private sector, youth, and families
- Be able to articulate the benefits of partnerships from the perspective of multiple stakeholders
- Have access to new tools to map partnership opportunities and secure partnerships with formal agreements
- Be able to determine what type of partnership will suit their project to maximize benefits
- Be able to articulate their own value add when negotiating partnership

Day 2 Agenda

Timing	Topic
20 mins	Workshop Introduction
60 mins	Introduction to Partnerships
90 mins	Stakeholder Analysis and Partnership Models
60 mins	Strategic Partnerships
60 mins	Community Engagement Strategy
30 mins	Private Sector Partnerships
20 mins	Identifying and Promoting Your Value Add
60 mins	Case Study Practice Session
15 mins	Feedback and Questions

Timing & Resources	Topic
20 mins	**Workshop Introduction**
	- **Welcome** - **Ice breaker/"getting to know each other" activity**
	- **Introduce participants to the workshop** Say: *"This workshop will focus on establishing and maintaining strong partnerships in order to increase the effectiveness and sustainability of our projects."* If you have not done so already in previous workshops or meetings with your participants, conduct the "Ground Rules" exercise. Explain to participants that we will demonstrate a process for creating workshop ground rules. Say: *"First, we will get into small groups."* Instruct participants to line up without talking, in order of those with the least experience working with youth (# of years) to those with the most experience working with youth (# of years). After everyone is in line, ask each person to state the number of years' experience they have working with youth. Calculate the total number of years of experience working with youth in the room and recognize the vast amount of experience present in the group. Group participants into three groups and ask each group to come up with 5 ground rules that all participants are expected to follow for the rest of the workshop. The person with the longest hair is the recorder and the person with the shortest hair is the reporter. Give groups 5 minutes. Using a 'circle sharing' technique, each group shares two rules until participants feel the list is complete. Record all input on a "Workshop Guidelines" flipchart, numbering each rule. Post the flipchart on the wall for the remainder of the workshop. Suggested rules include: 1. Listen to the speaker. 2. Limit side conversations. 3. Be on time. 4. No put-downs. 5. Participate. 6. Keep the pace of the workshop moving. 7. Put mobile phones on silent mode. 8. Do your fair share.
	- **Review workshop objectives and agenda**

	Write the workshop objectives on a flipchart or chalkboard. Review objectives aloud and encourage participants to share their own expectations for the workshop; record participant responses on the flipchart. Keep objectives posted in the training room throughout the remainder of the workshop.
60 mins	**Introduction to Partnerships**
	- **Generating interest** Split participants into pairs by counting off. Tell participants that each pair will take part in an arm wrestling competition to see who can push their partner's arm down the most times in two minutes. Announce that person with the most "wins" will receive a prize (candy, snacks, classroom supplies, etc.) Give no further instruction. *Note to the trainer: if it is inappropriate to conduct an activity with physical contact in your setting, adapt this game as necessary.* Give participants two minutes to play. The point of this exercise is for pairs to consider negotiating with one another by agreeing to allow one person to win and share the prize. The pairs that do not negotiate will struggle to beat their partner, ensuring that neither will win the prize. If no one identifies the "negotiation" option, offer to beat the best score so far in just 30 seconds. Partner with any participant and strike a deal that if they let you win, you will share the prize. Continue for 30 seconds, allowing your partner to win. After finishing this exercise, conduct a debrief with participants. **Share Slide 13** and review the "Win-Win Interpretation" image.
	- **What is Partnership?** Ask: "*What is partnership? Let's define it.*" Take several responses from participants until you can come up with an agreed-upon definition. Write your definition on a flipchart at the front of the room. Your agreed-upon definition should be somewhat similar to: "groups with a common interest who agree to work together toward a common goal."
	- **Partnership Objectives** Ask: "*What are the objectives of establishing partnerships?*" Take multiple responses, recording them on a flipchart at the front of the room. If not mentioned, be sure to supplement with: avoid duplicative work, increase the chance of project expansion and sustainability, learning from partner expertise, etc.
	- **The Partnership Continuum**

Tell participants that partnership takes place through a continuum of steps. **Share Slide 14** and review.

You can elaborate with the following talking points:

- *Coordination:* Organizations learn about the services and clients served by other organizations, as well as about each organization's motivation for participating in a partnership.
- *Cooperation:* Organizations have an increased understanding of each other's target audiences and motivations to participate in a partnership, and potentially have a minimal agreement in place.
- *Collaboration:* Organizations have a recognition, value, trust, and respect of each other. They are able to work together on a specific tasks and plan for future projects.
- *Partnership:* Organizations have a high level of trust for one another. Roles and responsibilities are clear and there is a clear, shared vision.

Ask:"*Think about an organization or entity that you work with on your current (or past project. Where are you on the continuum and why?*" Take a few responses and discuss. Tell participants that this workshop will help them develop strategies for partnerships and provide tools they can use to engage stakeholders.

- **Key Steps to Implementing a Partnership**

Ask participants to turn to **Page 29** (Implementing and Maintaining Partnerships). Ask a participant to volunteer to read the 5 steps to implementing a partnership.

1) Identify and engage the stakeholders
2) Establish personal relationships and begin to build trust
3) Clarify the goals and objectives each partner wants to accomplish
4) Choose and implement a partnership that is mutually beneficial
5) Establish governance, procedures, ground rules and decision-making structure

Tell participants that these are the five overarching steps to developing partnerships. It can be a long and challenging process, but we will discuss how collaborating and partnering with organizations who share similar values can make those challenges worth it!

- **Four Basic Elements for Successful Partnerships**

Tell participants that there are four basic elements for successful partnerships. Ask participants for responses and record responses on a flipchart at the front of the room.

Mark a star next to the responses that are most closely aligned with the four basic elements below. Once participants are done sharing, state that the four basic elements of successful partnerships are:

1) Shared purpose
2) Flexibility and willingness to collaborate

	3) Complementary strengths 4) Agreed upon boundaries **Share Slide15** and review the four elements for successful partnerships. You can elaborate using the following talking points: ○ *"Shared purpose"* means that you have carefully considered the compatibility of the purpose and goals of the partner organization, as well as their value add. ○ *"Flexibility and willingness to collaborate"* means that the process of partnership is transparent, appreciating the structures already in place and developing new structures together as needed. ○ *"Complementary strengths"* means that all partners are accountable and there are equal opportunities and participation for everyone involved. ○ *"Agreed upon boundaries"* means that you and your partner have thoroughly thought through any challenges that might occur and have come up with solutions or structures to help facilitate your partnership. Consider using a Memorandum of Understanding (MOU) to articulate your partnership agreement. Answer any questions participants may have and discuss as needed. Say: *"Before we move on to discuss forming successful partnerships, we need to determine with whom we should engage."*
90 mins	**Stakeholder Analysis and Partnership Models**
	- **Mapping the Field and Key Partners** *Note to trainer: this activity was also featured in the Project Design workshop. You can reference this activity if it has already been completed.* The first step of your partnership mapping is to determine who are the key players in your field or focus area. Say: *"Conducting a stakeholder analysis will help identify what key stakeholders' interests are, whose goals are aligned with those of your project, who could present a challenge to your project, and how we can engage or partner with stakeholders to benefit our project."* **A**sk: *"Who would act as the most beneficial partners to our employability project?"* Take multiple responses. If participants are having trouble coming up with answers, you can help by telling them to think about organizations who share similar interests or offer complementary services. If not mentioned by participants, be sure to supplement with: family, education systems (primary, secondary, tertiary, etc.), private sector, public sector (ministries, local governments, etc.), community organizations and community members, social clubs, youth, family, religious leaders, etc. Tell participants to think about the question they just answered. "*Who would act as the most beneficial partners to our employability project?"* Tell participants that we now want to start identifying these stakeholders. On a new flipchart at the front of the room, conduct a brainstorming activity with participants. Participants will come to the front of the room and create a list of relevant stakeholders in their field (not just the "type" of stakeholder, but the actual name of an organization, leader, contact,

etc.). Ask: *"Who (specifically) should you include in your stakeholder analysis?"* Ask participants to write down as many examples as they can think of in two minutes.

Say: *"Now that we have a better idea of who our stakeholders are, we will break into groups of 2-3 and conduct our own analyses."* Break participants into groups and ask each group to turn to **Pages 30-31** (Partner Assessment Criteria and Partner Analysis) in the handouts packet.

Review the handouts and answer any questions. Be sure to state that the tool we will use to conduct our stakeholder analysis is only one of many tools and frameworks. Say: *"Using your own project as an example (past, current, or future) complete this stakeholder analysis exercise."* Give participants approximately 20 minutes to complete this exercise and hold a group discussion once completed.

After concluding the discussion, be sure to mention to participants that this is only one step of the project design situation analysis phase. It is also necessary to conduct or research a thorough employer, market, and youth needs analysis, to set your project up for long-term sustainable success.

- **Partnership Models**

Tell participants that they will have the chance to review a Case Study of a Partnership Model and they will then have to identify which model their Case Study follows.

Split participants into four groups and assign each group one Case Study from **Pages 32-35** in their handouts packet. Each group will have approximately 15 minutes to review their case and discuss. Tell participants to review the models listed at the front of the room and be prepared to provide a synopsis of their case study and identify which model their case follows.

Meanwhile, the trainer will prepare a flipchart at the front of the room with descriptions of four different partnership models.

- **Outside Driver Model:** an NGO has a program and it connects to businesses through this program. Under the NGO's leadership, the program is carried out collaboratively with the government and businesses.
- **Co-Production Model:** Representatives from multiple sectors come together to create a program. This program is implemented by working with business members and others.
- **Opportunity/Problem-Driven Model:** a Business faces a traditional marketing problem and, and this is combined with the desire to do something that better integrates social concerns.
- **Vision-Driven Model (Win-Win):** a Business wants to do something to improve opportunities for youth, so they developed a business association and partnership to do so.

Note to trainer: Case#1 corresponds to the Opportunity/Problem-Driven Model, Case#2 corresponds to the Vision-Driven Model, Case #3 corresponds to the Co-production Model, and Case#4 corresponds to the Outside Driver Model. Keep in mind that each case may have components that relate more to a different model – there is no "WRONG" answer if the participant is able to justify their response.

	After groups discuss, each group will present a brief synopsis of their case and identify which model their study follows. Conduct a debrief discussion of the models, asking for additional examples of what each model could look like to ensure understanding.
60 mins	**Strategic Partnerships**
	- **What makes a partnership strategic?** Ask: "*What does a strategic partnership mean to you/your organization?"* Record responses at the front of the room on a flipchart. After receiving a few responses, **share Slide 16** "Defining Strategic Partnerships."
	- **Evaluating Potential Partners** Tell participants that in this phase, it is important to thoroughly evaluate a potential partnership to ensure that this partnership will assist in supporting and advancing your mission. Once you have identified stakeholders through the stakeholder analysis, you can move on to the "Evaluating Potential Partners" step. Ask participants to fill out the Evaluating Potential Partners tool on **Pages 36-37**. This exercise is just to get participants to start thinking about their organization or project goals and types of partnerships they may pursue. Participants have 15 minutes and can work alone, or with their project group to complete this tool.
	- **Partnership Benefits** Next you will conduct a brainstorming activity. Split participants into two large groups and give each group one flipchart paper. In this activity, each group will have five minutes to come up with as many ideas and responses as possible. Because this is a brainstorming activity, remind participants NOT to discuss their answers yet – we simply want to record any idea that comes to mind. We will discuss responses after. Tell participants that the brainstorm will focus on benefits of certain types of partnerships. Assign one group "partnerships with the public sector" and assign the other group "partnerships with the private sector." After the three minutes are up, give each group 10 minutes to discuss their responses and choose the top five that they want to share with the rest of the group. Tell groups that the tallest person in the group will be the recorder and the youngest person in the group will be the reporter. After 10 minutes, each group will present. Capture responses on a flipchart at the front of the room. **Share Slides 17-18** listing partnership benefits.
	- **Potential Disadvantages of Partnerships**

	Tell participants that with its many benefits, there can also be some drawbacks to forming relationships with some partners. State that you will share some tips to manage expectations around forming partnerships. Share **Slide 19** and review with participants. Answer any questions as they come up.
60 mins	**Community Engagement Strategy**
	- **Preliminary Engagement Strategy** Tell participants that they will now start thinking through their preliminary engagement strategy. Groups will work together to complete the "Preliminary Community Engagement Strategy" form on **Pages 38-39**, which helps guide you in starting to think about what partnerships could benefit your project. Form small groups based on project teams (if applicable). Teams will have 20 minutes to complete the form. Review the form and discuss any questions or concerns that came up.
	- **Community Engagement Case Study** Participants can remain seated with their groups. Ask participants to turn to **Pages 40-41** in their handouts. Participants will read the Imaginary Journeys Case Study, which highlights some creative techniques used by an international theatre company to engage the community. Give participants 10-15 minutes to read the Case Study on their own. When participants finish reading, conduct a debrief group discussion. Ask: *"What techniques did this theatre company use to engage the community? How were these techniques successful or unsuccessful? How might you use a similar engagement strategy in one of your projects?"* After discussing the Case Study, tell participants that the next activity will allow them the opportunity to plan their own outreach activities.
	- **Community Engagement Tool** Participants should remain in the same groups as the Preliminary Engagement Strategy activity. The next activity will build on the previous one. Ask each group to complete the "My Organization and its Community Outreach Activities" handout on **Page 42**. Ask participants to think back to the community stakeholders identified earlier in the day through the Stakeholder Analysis activity, and complete this tool with their project and potential stakeholders in mind. Give participants 15 minutes to complete the handout. Ask if any groups would like to volunteer to present the community outreach activities they identified in this activity. Tell participants that there are additional tools they can use to help them identify and shape their community engagement activities, but we will not complete them during this workshop. Additional

	tools can be found on **Pages 43-44** (Priority Communities for My Outreach and Develop SMART Communications Objectives).
30 mins	**Private Sector Partnerships**
	- **Tips on Reaching the Private Sector** **Share Slide 20** and review with participants. Tell them that these are the first contacts within private sector organizations to contact. If they are not the primary contact for your purposes, they can point you in the right direction or help you make a connection with their colleagues. Next, **share Slide 21** and review these tips, mentioning to participants that they should review this information prior to making first contact with the private sector.
	- **Best Practices for Private Sector Partnerships** Ask participants to review the handout on **Pages 45-46** (Best Practices for Private Sector Partnership). Tell them that they will have 10 minutes to read the Best Practices to themselves, and then we will review together. Once participants are done reading, ask questions such as: *"What are your main takeaways after reading about these Best Practices? Which were surprising to you and why? Which do you think are the most important to remember? Which do you think will be the most challenging and why?"*
20 mins	**Identifying and Promoting Your Value Add**
	- **Brainstorming Your Strengths** In order to negotiate a partnership, you must be prepared to promote your own value add. You and your organization are valuable assets and it's important to consider what gives you a competitive edge. At the front of the room, label one flipchart "Our Strengths" and another "Improvements." Give participants several sticky notes or scraps of paper. Tell participants that they have five minutes to brain storm what they, as individuals and as the organization as a whole, have to offer. Ask: "*What are your strengths? What are you best at? What sets you apart from others in the field?*" At the same time, they should also think about what they or their organization could improve upon. Ask: "*What are others doing in the field better than you currently are? What do you want to improve?*" Each answer should be listed on a different sticky note. Ask participants to post their responses on the corresponding flipcharts. When all answers are posted, ask participants to organize/group the responses with similar responses to determine what the common themes are. Ask for two participants to present each flipchart. Facilitate a discussion around each flipchart by asking questions such as: "*Why is this a strength? What are we offering that other organizations are not? What makes us better at X than others? How can we show off this strength? What proof do we have of X?...*" and "*Should we improve this, or should we continue to strengthen our current work? How can we improve X? Why is X organization the leader in this type of work?...*"

	Tell participants that the point of this brainstorm session was to identify what makes you or your organization stand out. It's important to understand organization's strength and put them on display, so that potential partners know what you have to offer. It is equally important to know what your weaknesses are, or where you could benefit from improvements. This is also helpful to inform a potential consortium.
	- **What NGOs can offer** Ask participants to turn to **Page 47** in their handouts. Give participants a few moments to read the document on their own. After reviewing, tell participants that when promoting themselves for partnerships, they can refer to this document for some helpful talking points.
60 mins	**Case Study Practicum**
	- **Partnership Case Study** Split participants into groups of 2-3 and assign each group one of the case studies on **Page 48**. Display the questions/instructions on a flipchart paper at the front of the room. For this exercise, participants must: o List at least five organizations/companies/municipalities/community group/etc. that could be a stakeholder in the issue described in your case study (mini-stakeholder analysis exercise) o Choose one of the stakeholders that you have identified to partner with o Describe what type of intervention you and your partner would work on (and what is the shared purpose?), and what type of partnership model you would use o Describe your partnership with your partner at each stage of the partnership continuum (or how you would get from coordination to partnership) o Describe what type of intervention you and your partner would work on (and what is the shared purpose?), and what type of partnership model you would use Give participants 30 minutes to answer these questions with their groups. Each group will have 10 minutes to read their case study to the larger group and present the partnership they developed.
15 mins	**Feedback and Questions**
	- **Wrap-Up** Tell participants that this concludes today's Partnership and Stakeholder Engagement workshop. Say that they can review the additional resources provided in their participant handout, and that they can also access the Youth Refugee Employability Toolkit for a plethora of tools and detailed activities and guidance on employability and employment projects (though the toolkit focuses specifically on work with refugee youth, there are many parallels to programming for underserved youth). Review the workshop objectives from the beginning of the day to ensure that the objectives were met. Take remaining questions from participants. End the day with a closing activity that brings the participants together for reflection.

Employability Programming

Day 3 Workshop Objectives

Participants will:

- Learn about UNICEF's core life skills and IYF's minimum standards for life skills programming
- Discuss the aspects of Employability Programming and review IYF's Standards of Excellence for Employability Programming tool
- Identify different Career Guidance categories and activities that fall under these categories
- Be able to articulate how placement services benefit youth and employers
- Complete a Practicum to design a holistic Employability Program

Day 3 Agenda

Timing	Topic
20 mins	Workshop Introduction
120 mins	What are Life Skills?
90 mins	Skills for Employability
60 mins	Career Guidance and Placement Services
75 mins	Practical Application
15 mins	Feedback and Questions

Timing & Resources	Topic
20 mins	**Workshop Introduction**
	- **Welcome** - **Ice breaker/“getting to know each other” activity**
	- **Introduce participants to the workshop** Say: *“This workshop will focus on the key steps and components to implementing a holistic employability program.”* If you have not done so already in previous workshops or meetings with your participants, conduct the “Ground Rules” exercise. Explain to participants that we will demonstrate a process for creating workshop ground rules. Say: *“First, we will get into small groups.”* Instruct participants to line up without talking, in order of those with the least experience working with youth (# of years) to those with the most experience working with youth (# of years). After everyone is in line, ask each person to state the number of years’ experience they have working with youth. Calculate the total number of years of experience working with youth in the room and recognize the vast amount of experience present in the group. Group participants into three groups and ask each group to come up with 5 ground rules that all participants are expected to follow for the rest of the workshop. The person with the longest hair is the recorder and the person with the shortest hair is the reporter. Give groups 5 minutes. Using a ‘circle sharing’ technique, each group shares two rules until participants feel the list is complete. Record all input on a “Workshop Guidelines” flipchart, numbering each rule. Post the flipchart on the wall for the remainder of the workshop. Suggested rules include: 1. Listen to the speaker. 2. Limit side conversations. 3. Be on time. 4. No put-downs. 5. Participate. 6. Keep the pace of the workshop moving. 7. Put mobile phones on silent mode. 8. Do your fair share.
	- **Review workshop objectives and agenda**

	Write the workshop objectives on a flipchart or chalkboard. Review objectives aloud and encourage participants to share their own expectations for the workshop; record participant responses on the flipchart. Keep objectives posted in the training room throughout the remainder of the workshop.
120 mins	**What are Life Skills?**
	- **Generating Interest** Ask participants: *"What comes to mind when you hear the term 'life skills'?"* Write down multiple responses on a flip chart at the front of the room. Tell participants that you want to come up with a working definition of 'life skills.' Your definition should be along the lines of: "Life skills are abilities that enable us to effectively handle challenges in our lives, life skills are the skills that help us accomplish our goals, any skills that is useful in your life, etc." Once you have a working definition, confirm that the entire group agrees. Say: *"Today we are going to focus on life skills and employability training for young people. Often, young people enter the labor market with the technical skills they learned in school or in training, but have not had the opportunity to practice and hone those critical 'life skills' that are needed – not only to* ***gain*** *employment, but to* ***keep*** *employment, and really, start their careers."* **Share Slide 23** "What are Life Skills?" Ask participants to join you at the front of the room (or wherever there is enough space for everyone to stand) and form a circle. Tell participants that everyone has 30 seconds to think of one of their best skills. They will share their skill and tell the group where and how they use this skill. To provide an example, you can say: "*One skill I have is 'good listening.' This helps me as a trainer to better understand what the participants in my training need and how I can help them achieve their goals."* Once everyone is ready, use a training ball to determine the order that everyone will share. Say: "*We can only share when we are holding this ball."* You, as the trainer, will share first. Then, toss a ball to someone else in the circle to share. They will continue to toss the ball until everyone has shared. When everyone has shared, ask participants to return to their seats. Ask: *"What are the skills that we just shared?"* Take answers from participants and write them on individual sticky notes, placing them on a flip chart at the front of the room. Once all skills that were mentioned in the previous activity are listed, ask: *"How can we group these skills? Which skills are related?"* Move the sticky notes into groups as directed by participants.
	- **12 Core Life Skills** Tell participants there are several frameworks that categorize life skills. One of which is UNICEF's life skills framework, which they can look at **Page 50** in their handouts. Ask participants to turn to **Pages 50-62** in their handouts. Split participants into groups of 2-3 for a "tiny teach" activity. Assign each group between one and three of the twelve core skills until all skills have been assigned (number of skills assigned will depend on number of groups). Each group will read about their assigned skill and write their main takeaways on a piece of flip chart paper. **Share Slide 24.** Their flip chart should address the following questions: o What is your core skill?

	○ How can mastering this skill improve one's employability? ○ How and where would you use this skill? (Provide an example) ○ What are some related skills? ○ What are your main takeaways from what you read? What are some important things you want to highlight? Give each group 30 minutes to read about their assigned skills and complete their flip charts (one flip chart per skill). Then, groups will have 5 minutes to present each skill to the larger group.
90 mins	**Skills for Employability**
	- **Skills for the Future** Ask participants to get into groups of 2-3 with someone with whom they share a common skill. For this activity, they will need to stand up and ask each other questions about their skills in order to find their team members. Once they have found their teams, ask each team to sit down together and share with the larger group what skill they have in common. In groups, tell participants to think about the future. Ask: *"What skills will be most important when thinking about the future? What skills come to mind when you think about the future?"* Tell participants that they have five minutes to brainstorm and to write their answers down on a piece of paper. After five minutes, conduct a group discussion around the answers that each group came up with. Ask each group to share the skills they identified and ask questions to them and the larger group as a whole, such as: *"Why did you choose this skill? Why do you think this skill will be important? Do you agree? Why or why not? Do you have anything similar written down? Etc."* Ask participants to turn to the skills that will come into play in the next 10 years on **Pages 63-64** and read it on their own and see how their answers compared to what is listed. Facilitate a quick discussion, comparing their answers to the handout and if any of this is surprising, interesting, and why.
	- **Aspects of Employability Programming** Tell participants that "employability" refers to a person's ability to gain and maintain employment. It is about having a set of skills, knowledge, and understanding, to perform a job well. Ask participants which of the skills we have discussed thus far could be a skill for employability. Take several responses. Say: *"In addition to the life skills we have discussed today, we will also review different aspects of employability programming."* **Share Slide 25**, listing the types of skills and ask a volunteer to read the slide aloud. For a project to be a holistic employability project, there should be components of Life Skills, Technical Skills, Support (like career guidance, job placement, community services), and when applicable, Entrepreneurial skills.
	- **Standards of Excellence for Youth Employability Programming**

	Tell participants that as we just discussed, employability programming comprises of several core components. Beforehand, you should cut the Standards of Excellence into strips (one element per strip). You can find them on **Pages 65-66** in the handouts. Randomly assign strips to each participant (if there are more than 10 participants, some participants will need to share). Give participants a minute to read their element and let them know that they will be reading their element aloud to the rest of the group. Call on participants to read by calling out each element. Proceed until all elements have been read aloud. Tell participants that they can find the entire list of Standards of Excellence on **Pages 65-66** in their handouts. This is an excellent resource and checklist for them as they are planning their own holistic employability programs. If you completed days one and two of this workshop series, you can remind participants that we covered the Project Design Cycle and Partnerships and Stakeholder Engagement. The elements of programming explored through those workshops are essential to success employability programs.
	- **Minimum Standards for Life Skills Training** Say: *"While we strive to provide life skills and employability training to our youth according to the Standards of Excellence, there are Minimum Standards for Life Skills Training."* Tell participants to turn to **Pages 58-64** in their handouts, "Life Skills Minimum Standards." Say: *"Using the Life Skills Minimum Standards tool can help you design your life skills program, ensure the curriculum you are using is effective, provide adequate training to facilitators, etc."* Ask participants to read **Pages 67-73** to themselves, marking any questions or comments they have. Give participants 20 minutes to read the document, and then facilitate a 10-20 minute conversation, answering any questions that arise.
60 mins	**Career Guidance and Placement Services**
	- **Career Guidance Categories** Ask participants if they already offer Career Guidance in any of their projects. If they do, ask for examples of what is provided. If not, ask the group what they think constitutes Career Guidance. Take several examples of what Career Guidance is and what is typically offered. Say: *"Per the International Labour Organization (ILO), Career Guidance has five distinct categories."* **Share Slide 26** and read the categories aloud. Next, go through each category and ask for definitions of each, and examples of activities that would fall under each activity. Take notes on a flipchart at the front of the room. Supplement participant responses with the following activities for each category, if not mentioned:

1) **Career Information** – Simply giving out information on topics such as: different types of occupations and sectors, career paths, learning opportunities, market trends, schedule for training programs or opportunities, etc.
2) **Career Training** – Talking through the information given; typically facilitated by teachers or counselors, supports young people on their path to employment, activities to help young people discover their motivations and how to contribute to society, offers methods for career planning.
3) **Career Counseling** – Individual/one-on-one sessions to help plan careers/career transitions.
4) **Employment Counseling** – helps set employment targets, provides training (on things such as writing CVs, interview skills) to gain and keep employment.
5) **Job Placement/Internship Placement** – Generally an activity of the government and industry-specific; some colleges and universities also offer these services. Direct job placement or internship placement with follow-up services.

Answer any questions as they arise.

- **Aptitudes and Interests Test**

Explain that while it is very important to be realistic about labor market trends and what jobs are available, it is equally important to help a young person choose the correct path for themselves based on their aptitudes and interests. When someone is genuinely excited or satisfied by the work they are doing, they are generally happier and there are higher retention rates.

Tell participants to turn to **Pages 74-81** in their handouts. Say: *"We will all take 10 minutes to complete the aptitudes and interests test. This activity is an example of an activity we might use with our youth during their Career Training and Counseling."*

After everyone completes the activity and reads the list of jobs applicable to their interests, tell everyone to form groups with the other participants that have the same list. Therefore, those who received "Circle" jobs should get into a group with the other participants that received "Circle jobs." If groups are uneven, make adjustments as needed.

Once grouped, tell participants they have 15 minutes to discuss the activity, and answer the following questions:

- What did you think about this activity?
- Did it reveal any of your interests? Which ones?
- How would a young person respond to this activity?
- Do you think they would find it helpful? Why or why not?
- Would you use an activity similar to this? Why or why not?
- What changes might you make to this activity for the young people you work with?

Share Slide 27, which lists the questions. After the groups have discussed, facilitate an open discussion with all of the groups, taking at least 2 responses for each question from the various groups.

- **Bridging the gap between youth and employers through placement services**

	Say: *"Everything that we have discussed thus far culminates in (hopefully) a young person gaining and retaining employment. The final piece of an optimal holistic employability program will include job/internship placement and follow-up services."* Tell participants to turn to **Page 82** in their handouts to see a visualization of the "Employability Tree." Briefly review the all of the steps in the Employability Tree. Tell them this next activity will be focused on the Job/Internship placement component. Say: *"Practical application or work-based learning components, such as apprenticeships, internships, and job-placements, allow youth to internalize and master the skills and personal attributes they have worked to develop during your program. Having strong relationships with employers in the private sector or other sectors is a primary factor in the success of this component."* **Share Slide 28.** Explain that providing placement services is not only beneficial to young people who are gaining practical experience, but it is also beneficial to the employers who are hosting these young people. Read **Slide 28** then ask participants for additional examples of how placement services can be win/win. Ask participants to turn to **Page 83** in their handouts to read more on the value for Internships for youth and employers. Answer any questions that arise.
75 mins	**Practical Application**
	- **Practicum** Review some of the main takeaways from the workshop(s) (1, 2, or 3 days) in order to refresh the group's memory. Ask if there are any remaining questions about anything we've covered during the workshop. Ask the group if they would like to add to or revisit any of our discussions. Take a few minutes to address. Tell the group that now they will have the chance to pull together all the themes and topics we've covered into the design of a coherent, holistic program or intervention for young people. Separate participants into 3-4 groups, with each containing at least three people (have the groups chosen ahead of time according to work area/specialty/organization if possible; otherwise, use a creative method to form groups). Assign each group one or two criteria, or components, to be included in their programs (assign based on the group members' work area/specialty/organization if possible), for example: rural setting, service-learning, blended-learning, primary school aged youth, ICT, vocational training, etc. The program that they design must incorporate their assigned criteria or components. Each group will work together to complete **Pages 84-86** in their handouts. Tell the groups they will be presenting their projects' key details to the group, and they may do so using whatever format they'd

	like (flip chart, etc.). Give the participants 30 minutes to work on their programs. Monitor group progress and answer questions as needed. 1Once groups are finished with their programs, go around the room and have each one present their program's key details to the groups, starting with the 2-4 sentence summary description. After each group's presentation, give the larger group the chance to ask questions, add comments, or discuss specific "key considerations."
15 mins	**Feedback and Questions**
	- **Wrap-Up** Tell participants that this concludes today's Employability Programming workshop. Say that they can review the additional resources provided in their participant handout, and that they can also access the Youth Refugee Employability Toolkit for a plethora of tools and detailed activities and guidance on employability and employment projects, (though the toolkit focuses specifically on work with refugee youth, there are many parallels to programming for underserved youth). Review the workshop objectives from the beginning of the day to ensure that the objectives were met. Take remaining questions from participants. End the day with a closing activity that brings the participants together for reflection.